**DISMISSAL**

Our goal is: The Meadows Elementary Dismissal will be a safe, orderly, and quiet procedure where all students demonstrate responsible, appropriate behavior and are ready to interact with others respectfully and courteously.

Expectations:

1. Walkers will be dismissed first to assigned personnel.
2. Walkers will be escorted to the front door.
3. Bus riders and Daycare students will walk with assigned teacher to bus hall in cafeteria. Encore students will go to the music hall.
4. Bus riders/Daycare students will sit quietly, listening to directions of the bus hall monitors.
5. Car riders will proceed out of their assigned door and stay with their grade level until the assigned monitor instructs them to move to the younger sibling’s grade level.
6. Car riders will remain seated until dismissed.
7. Car riders will not play during dismissal.
8. Car riders will not cross traffic unless accompanied by an adult.
9. In case of inclement weather, car riders will remain seated, in silence, in their grade level hallway listening for their name to be called at which time the assigned teacher will dismiss them. They will proceed out the assigned dismissal door.
10. Times:
11. 3:05 Walkers
12. 3:10 Bus riders, Daycare students and Encore
13. 3:15 Car riders

**Dismissal**

**Lesson Plan**

*Follow the lesson plan as outlined below. You will be reviewing this daily during the first week of our launch the week of January 20, 2009 through January 23, 2009.*

Goal:

* Students at The Meadows Elementary School will understand the importance of an orderly dismissal.
* Students will demonstrate the Three “B’s” during dismissal (Be Respectful, Be Responsible, Be Ready).

Introduction: Explain to the students that the purpose of this lesson is to discuss the meaning of “The Three B’s” and what it looks like and sounds like during dismissal and the specific behaviors expected of teachers and students.

Learning Objective: “We are going to focus our lessons on appropriate behavior during dismissal at The Meadows Elementary School. Today we are going to concentrate on dismissal from the classroom (walking in a single file, lining up in the hallway waiting for the assigned teacher, waiting quietly at the designated place for pick-up, etc.).”

Encouragement Procedure: Monitors on duty will encourage responsible behavior through positive interaction.

1. Initiate positive attention and positive interaction with students.
2. Provide verbal and nonverbal praise for following rules and expectations.
3. Recognition in the form of praise and encouragement during morning announcements.

Consequences for infractions:

1. Verbal reprimand / Positive Practice
2. Designated place, i.e. standing by teacher, front of line
3. Report behavior to homeroom teacher
4. Use office referral for student’s refusal to correct behavior or for dangerous and illegal situations.

Teacher Responsibilities:

1. Initial teaching during first week of school, the first day of the following week, and re-teaching at designated time throughout the school year.
2. Teachers will encourage and reinforce responsible and appropriate behavior.
3. Guidelines and expectations will be reviewed with guest teachers, student teachers, and new personnel by an administrator.
4. Teachers on duty must have walkie-talkies on.

“Tell” Phase:

1. Brainstorm with the students what why it is important to have an orderly dismissal and for students to behave appropriately during dismissal (mention specific behaviors like single file, mouths closed, etc.) Possible responses concern safety reasons, keeping our walls and hallways neat and clean, etc. Ask why these particular behaviors are necessary and encourage student input and participation in the discussion.
2. Draw a T-Chart on the board or overhead. Ask students what good dismissal behavior should LOOK Like and SOUND LIKE. Fill in the chart. Redirect negative or inappropriate comments with suggestions of more positive behaviors. This will be added to the anchor chart that will be displayed and used for reinforcement of appropriate behavior, therefore, transfer information to the anchor chart.

Example T-Chart:

|  |  |
| --- | --- |
| LOOKS LIKE | SOUNDS LIKE |
| Students walking quietly, following hallway procedures | Silent |
| Students sitting with their assigned grade levels. | Speaking at level one (conversational voice) while waiting outside. |
| Students walking to their cars, bus or daycare van. |  |
| Students waiting for their teacher to dismiss them and walk them to their cars, bus, or daycare van. |  |

1. Explain/Discuss “Consequences and Rewards”.

“Show” Phase:

1. Define the difference between appropriate and inappropriate behavior. Again, you may want to use a T-chart to help students recognize the lines between good and bad behaviors. The following T-Chart is an example of what could be used for defining “How to be dismissed from the classroom”.

|  |  |
| --- | --- |
| APPROPRIATE WAYS TO BEHAVE DURING DISMISSAL FROM CLASSROOMS | INAPPROPRIATE WAYS TO BEHAVE DURING DISMISSAL FROM CLASSROOMS |
| Walk only on the right side of the hall. | Walking on the left side or down the center of the hall. |
| Keep your hands behind your back, hand in hand at the waist. | Putting your hands on the person in front or in back of you, gliding hands on the wall. |
| No talking or making noises. | Talking or yelling in the halls. |
| Wait for teacher to dismiss. | Jumping up and leaving. |
| Walking out of room and walking in hallway in a Bee Line Formation. | Running out of the room and down the hallway. |

1. Teacher demonstrates for the students the appropriate and inappropriate behavior.

“Do” Phase

Practice dismissal procedures with your class and grade level. Role –play appropriate and inappropriate behavior. Provide positive reinforcement for students following the guidelines and verbalize what they are doing correctly. Allow time for student to discuss why the appropriate behaviors are superior to the inappropriate, negative ones.

FOLLOW-UP LESSONS:

In addition to reviewing the lesson, you could have students do some of the following activities:

1. Journal: Ask the students to write about how they think following the guidelines for dismissal might be applied to other places such as the grocery store, going on a field trip, etc.
2. Use role-play to allow students to show why it is important to follow the guidelines for dismissal.
3. Journal: Ask students to write or draw about a time when they suffered a consequence because guidelines were not followed (e.g. bumped into someone because they weren’t looking where they were going or they went in the wrong door and hit someone).
4. Project: Illustrate posters of what “be ready” to learn looks like and sounds like.